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ABSTRACT

A report is presented of a survey conducted in the fall of 1977 among 185 representative foreign language supervisors, teachers on all levels, and teacher trainers. The purpose of the survey was to determine what projects and research in the area of curriculum, instruction, and classroom management were most needed and should therefore be developed by the organization (NYSAFLT) through meetings, inservice workshops, articles in publications and the possible funding of research projects. The survey shows a major interest of the teachers to be in the speaking skill, in communicative competence, and in methods that emphasize the speaking skill, small group instruction and student projects. A report of the survey, the questionnaire used, and a tabulation of all survey results are included. (Author/AMH)

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NYSAFLT PROJECTS AND RESEARCH SURVEY: RESULTS AND IMPLICATIONS

The primary purpose of this survey was to identify needed projects and research in languages and cultures.

There were 185 respondents representing foreign language supervisors and teachers on all levels as well as teachers on all levels as well as teacher trainers.

Complete results of the survey will be made available through the ERIC system. A limited number of copies will also be available from Helene Loew, Bureau of Foreign Languages Education, State Education, State Education Department, Albany, New York 12234.

SKILLS EMPHASIS

Table One conclusively demonstrates that the majority of NYSAFLT members considers the speaking skills to be the most vital of the four skills. This fact seems to indicate that major emphasis should be given to this skill area in future NYSAFLT meetings at both the state and regional levels.

Recent discussions have revealed that foreign language teachers have developed an enthusiasm for oral communication competency far beyond the memorization of dialogues and the repetition of impersonal phrases. Should this trend continue, and if the statistics recorded in this table are truly revealing, then it would add to the dynamic impact of future NYSAFLT activities if this interest were reflected at annual and regional meetings; i.e. through special workshops, and Bulletin articles.

Proceeding with the existing NYSAFLT commitment to foster improvement of language skills, special emphasis should be directed towards the teaching and learning processes necessary for optimum speaking development. For teachers, an expansion of the "confidence-building" opportunities, e.g. immersion weekends, colloquial updates, language cocktail parties, discussions with natives, etc. For classroom use, expanded opportunity to share and brainstorm learning activities designed to develop speaking skills, as well as extracurricular activities e.g. camping weekends, should be promoted.. A special effort should be undertaken to establish an ongoing discussion, (committee-type), to consider various methods of evaluating (testing) student speaking performance, including an identification of criteria, suggestions for procedures, rationale to students, etc.

Table One seems to indicate that most foreign language teachers could benefit from an increased emphasis on new directions and instructional methodologies in future NYSAFLT meetings dealing with the communicative skill.

Table 1
SKILLS EMPHASIS

	3	2	1	Total No. answered
Reading	39%	56%	5%	184
Speaking	82%	15%	3%	185
Writing	24%	63%	13%	185
Listening	67%	29%	4%	184

CONTENT EMPHASIS

Which themes or topics concerning content should NYSAFLT stress in conferences, publications, and workshops? NYSAFLT members were asked to rate the areas in Table 2 as "Very Important" - 3, "Important" - 2, and "Not Important - 1 (at this time)": Communicative Competence, Small "c" Culture, Capital "C" Culture, Grammar, Problem Solving, Rationales, Relating to Public, and Other.

Of the 179 respondents, 77% rated Communicative Competence as "Very Important". Also significantly strong ratings of "Very Important" were given to Small "c" Culture (55%), Relating to the Public (53%), and Career Education (47%). Grammar was chosen as "Important" by 55%. Problem Solving and Rationales were rated as "Not Important" by 48% and 43% respectively. Each respondent was able to choose as many or as few areas as she/he wished.

Other statements of concerns included articulation of programs at all levels, interdisciplinary approach, travel experience, new state curriculum, working closer with guidance, increasing foreign language enrollment, curriculum development, translation, total immersion programs, redefinition of goals, trends in college requirements, teaching strategies for different learning strategies, ideas for student motivation, and relationship between ESL/Bi-lingual/FL.

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Table 2
CONTENT EMPHASIS

	3	2	1	Total
Career Education	47%	38%	14%	178
Communicative Competence	77%	19%	3%	177
Small "c" Culture	55%	39%	6%	177
Capital "C" Culture	19%	47%	34%	178
Grammar	23%	55%	21%	179
Problem Solving	20%	32%	48%	157
Rationales	26%	31%	43%	156
Relating to Public	53%	31%	16%	167

TECHNIQUES/METHODS/STRATEGIES

According to the data, from the seventeen areas designated for needed research (Table 3), the majority of the respondents have designated small group instruction (58%), simulations and role playing (51%) as the two most desired areas for additional research. In addition, student special projects; audio-lingual; discovery approach; peer teaching; and individualized instruction were among the areas receiving a high endorsement for research. In fact, when conbining the percentages of areas selected as highest in priority as well as in importance (i.e. ratings percentages of 3 and 2 combined), the following areas were recommended for research: small group instruction (90%); student special projects (87%); simulations and role playing (84%); audio lingual (78%); discovery approach (77%) and finally, peer teaching (76%). Areas not to be emphasized, starting from the one having the lowest endorsement by the participants and going to the highest in the group, are lecture (18%), the silent way (29%), grammar translation (33%), pattern drilling (54%), brainstorming (62%) and finally, deductive teaching (65%).

The implications for future NYSAFLT programs based on these findings are the inclusion of workshops on classroom management to demonstrate the techniques needed for small group instruction and to involve teachers themselves in such activities at meetings (learning by doing!). The interest in special student projects, simulation and role playing, the discovery approach, and peer teaching demonstrate a trend toward student-centered instruction as well. These techniques, too, should be practiced in intensive "hands-on" sessions at state and regional meetings by colleagues who have demonstrated successful use of these strategies.

The selections of audio-lingual methodology is perhaps a reinforcement of the results of Table 1, i.e., emphasis on the speaking skill.

Table 3
TECHNIQUES/METHODS/STRATEGIES

	3	2	1	Total
Audio-Lingual	40%	38%	22%	172
Brainstorming	28%	34%	38%	159
CLL	33%	42%	25%	156
Deductive Tch. Method	18%	47%	35%	163
Discovery Approach	38%	39%	23%	157
Discussions	30%	45%	25%	160
Gr. Trans. App.	9%	24%	67%	169
Inductive Tch. Methods	22%	45%	33%	164
Indiv. Instr.	35%	35%	30%	165
Lecture	6%	12%	82%	159
Patern Drilling	11%	13%	46%	170
Peer Tch.	34%	42%	24%	169
Simulations & Role Playing	51%	33%	16%	167
Small grp. Instruction	58%	32%	10%	171
St. Sp. Projects	45%	42%	13%	175
The Silent Way	10%	19%	71%	114
Values Clarification	28%	37%	35%	153

This project has been completed by the Ad Hoc Committee on Projects and Research.
Helen Z. Loew
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North Syracuse Central Schools
Bernard Ivaldi
French-American Bilingual School, San Francisco
Myrna Karan, NYU
Norma Klayman, SUCNY at Buffalo
Joy Lewis, Haverstraw Middle Schools
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Anthony Paplia, SUNY at Buffalo
Joan Siegelbaum, Mamaroneck Middle School
Arthur Smith, North Syracuse Central Schools
Pat Sweet, James Farley Middle School
Irmgard Taylor, SUCNY at Cortland
Joseph Tursi, SUNY at Stony Brook
Harry Tuttle, North Syracuse Central Schools

NYSAFLT Committee on
Projects and Research

NYSAFLT Projects and Research Survey
(1978)

The primary purpose of this survey is to identify needed projects and research in languages and cultures. A second purpose is to identify on-going projects and research of NYSAFLT members and their ~~colleagues~~ colleagues.

Results of the survey will be analyzed, published in summary form, and used as the basis for the following types of projects: workshops on perceived programs and activities, and further research.

In order to carefully analyze your responses, we need the following information:

Your name _____

Your school address _____

Your school phone number _____

At which level(s) do you primarily teach this year: (Circle appropriate level)

FLES (K-5)
Middle School (6-7)
Jr. High School (7-9)
High School (9-12)
Community College
College (4 years)
University

Your main teaching area: _____

I. Skills and Content Emphases

Which of the following skills and content do you feel NYSAFLT needs to emphasize in the next few years (i.e. at conferences, in publications, etc.)

Please note each one, using the following code:
3 - Very important
2 - Important
1 - Not important (at this time)

Example: 1 Translation

Basic Language Studies Skills

_____ A. Reading

_____ B. Speaking

_____ C. Writing

_____ D. Listening

Themes and Topics

_____ E. Career education (including awareness)

_____ F. Communicative competence

_____ G. Culture: Small "c" (daily life emphasized)

_____ H. Culture: Capital "C" (civilization and fine arts emphasized)

_____ I. Grammar

_____ J. Problem Solving

_____ K. Rationales

_____ L. Relating to the public

_____ M Other (Please specify)_____

_____ N. Other (Please specify)_____

II. Techniques/Methods/Strategies

Which of the following strategies do you feel NYSAFLT should emphasize in the next few years (i.e. at conferences, in publications, etc.)

Please note teach one using same code as above: 3 - Very important
2 - Important
1 - Not important (at this time)

Example: 1 Programmed instruction

_____ A. Audio-lingual

_____ B. Brainstorming

_____ C. Community language learning

_____ D. Deductive teaching methods

_____ E. Discovery Approaches

_____ F. Discussions

_____ G. Grammar translation approach

_____ H. Inductive teaching methods

_____ I. Individualized Instruction

_____ J. Lecture

_____ K. Pattern drilling

_____ L. Peer teaching

_____ M. Simulations and role-playing

_____ N. Small-group instruction

_____ O. Student special projects

_____ P. The Silent Way

_____ Q Values Clarification

_____ R. Other:_____

_____

_____ S. Other:_____

III. Research and Projects Identification: We would appreciate your candid answers to the following questions.

A. Have you (or your school district, college, etc.) ever been involved in what you would call "creative" or "innovative" projects, or research related to language instruction? (Please describe).

B. Are any of your colleagues in social studies, art, English, etc. involved in projects which you feel might have relevance for NYSAFLT or FL education? (Please describe).

C. What types of projects would MOST interest you (or your school district, college, etc.) in the next few years in foreign language teaching? (Please describe).

D. Please rate your reaction to the following:

1.	I would probably be interested in seeing additional information on projects and research of NYSAFLT members. (Check one)	Very much moderately not at all
2.	I would probably be interested in participating in "innovative" projects and/or research in the next few years. (Check one)	Very much moderately not at all
3.	My school district would probably be interested in participating in joint projects and/or research with other school district.	Very much moderately not at all
4.	I believe that NYSAFLT should play a leadership role by stimulating/encouraging "innovative" projects and research in the next few years.	Very much moderately not at all

Thank you for giving us <u>your</u> views as a NYSAFLT member. Watch the bulletin for a description of the resultsof this survey.

Please fold this survey so that the return address is exposed, place a stamp on it, and return it by February 15. Merci, Danke, Grazie, Gracias.

NYSAFLT Projects and Research Committee
(1978)

	Flem.	M.S.	Jr. H.S.	H.S.	C.C.	Col. (4 yr.)	Univ.	Total of 185
German	8 %	8%	14%	55%	3%	8%	3%	36 19%
Spanish	3%	7%	17%	63%	2%	5%	2%	86 46%
French	4%	10%	17%	49%	2%	14%	2%	97 52%
Methods, Testing, Research						40%	60%	5 3%
Chinese				100%				1 .5%
Italian			5%	67%	22%		1.5%	9 5%
Bilingual	100%							2 1%
Latin				100%				3 2%
Supervisor	28%	28%	14%	28%				7 38%
Student							100%	1 .5%
Polish				100%				1 .5%
Lit. & Cinema						100%		1 .5%

TABLE ONE - Skills Emphasis

	3	2	1	Total # answered
A Reading	39%	56%	5%	184
B Speaking	82%	15%	3%	185
C Writing	24%	63%	13%	185
D Listening	67%	29%	4%	184

Key:
3 = very important
2 = important
1 = not important (at this time)

TABLE 2: Content Emphasis

	3	2	1	Total
E. Career Educ.	47%	38%	14%	178
F. Communicative Competence	77%	19%	3%	177
G. Small "c" Culture	55%	39%	6%	177
H. Capital "C" Culture	19%	47%	34%	178
I. Grammar	23%	55%	21%	179
J. Problem Solving	20%	32%	48%	157
K. Rationales	26%	31%	43%	156
L. Relating to Public	53%	31%	16%	167
M. Other	91%	9%		33
N. Other	99%	1%		14

For M & N see other sheet

3. Table 2 (continued)

(M other)

1. articulation of program
2. articulation at all levels
3. special interest courses
4. inter disciplinary approach
5. heterogeneous classes
6. travel experience
7. individual instruction
8. increase enrollment
9. stop budget cut
10. new state curriculum
11. more modern approach (emphasis on speaking)
12. working more with guidance
13. multi-level classes
14. student centered classes
15. retention of pre- 9th grade classes
16. increasing F.L. enrollment
17. articulation of secondary and post secondary programs
18. professional competence
19. curriculum development
20. translation skills
21. sharing ideas on what works for you
22. increase enrollment
23. Keep teachers up-to-date with culture
24. reinstate F.L. requirements in universities
25. translation
26. teaching short poems and songs
27. teach pecularities of our own language
28. research
29. locating funds for travel
30. relationship between counselors

each statemen from each of the 30 people who responded to this questi is cited here.

2. Teacher Improved.

1. How to study F.L.
2. interdependence of all discipline
3. modern literature for beginning and intermediate students

Each statement from the 3 people who responded is cited here!

3.

(N other)

1. Weekend total immersion programs
2. regents syllabi
3. curriculum
4. transitional improvement (from level to level)
5. redefine goals
6. trends in college requirements
7. regents revision
8. teaching strategies for different learning strategies
9. professional training at student teachers
10. N.Y.S. Syllabus
11. ideas for student motivation

(N other)

Continued 3.

12. travel experience
13. relationship between ESL, bilingual & F.L.

2

relationship of ESL, Bilingual & F.L.

TABLE 3 - Techniques/Methods/Strategies

	3	2	1	Total
A. Audio-Lingual	40%	38%	22%	172
B. Brainstorming	28%	34%	38%	159
C. CLL	33%	42%	25%	156
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M. Simulations & Role Playing	51%	33%	16%	167
N. Small grp. instruction	58%	32%	10%	171
O. St. Sp. Projects	45%	42%	13%	175
P. The Silent Way	10%	19%	71%	114
Q. Values Clarification	28%	37%	35%	153

R. & S. see other sheet

TABLE FOUR - Research & Projects Identification

	2	1	0	Total
1. I am interested in seeing add. info. of projects	79%	20%	1%	177
2. I would be interested in participating	45%	44%	11%	176
3. My school district would be interested in participating in joint projects	21%	57%	22%	145
4. NYSAFLT should play a leadership role in stimulating projects	84%	15%	.5%	180

out of 185

Key:
2 = very much
1 = moderately
0 = not at all